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ABSTRACT

Lehigh University's Social Restoration Program prepares teachers via an experimental action-internship model to work with delinquent and predelinquent youth in a variety of settings. The program is field centered and competency based, combining theory with practice in each of the three phases of the program. Phase one, the preinternship practicum, includes a) field experiences with the police and probation departments and with social and community agencies and b) teaching in schools and detention homes. Phase two is a one-year internship which is mutually supervised by the employing agency and the university. Support personnel include reading specialists, counselors, and curriculum specialists. The terminal and integrating phase of the program is spent on campus where multi-disciplinary seminars are used to add further theoretical structure to the interns' practical base. Participants in the program have served in both schools and communities as crisis-intervention teachers and "ombudsmen"; they have also begun to staff alternate learning centers as well as model programs in correctional facilities. (JA)

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SOCIAL RESTORATION PROGRAM

Lehigh University's School of Education

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American Association of Colleges for Teacher Education

Distinguished Awards Program

November, 1972

SP 007 544

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SUMMARY

Part I

In the past decade the problems of society, particularly those reflected in the disillusioned and delinquent youth have been laid at the feet of the educator. Teachers in schools and enclosed institutions who have been prepared in the traditional mold are often ill-equipped to deal with the problems of these students. Lehigh University, in cooperation with the Pennsylvania Department of Education, has begun an experimental program to prepare teachers through a graduate level "action-internship".

The three-phased program is designed to give competencies in coping with students in crisis situations as well as in diagnostic and remedial teaching. The first phase is spent in a full-time practicum in both schools and community agencies including the police, probation and judicial systems and is supplemented by informal seminars with theoretians and practioners in associated areas of psychology, sociology and corrections. The core phase is a one-year internship as a teacher in a correctional institution, a community setting or in a public school. The positions filled by the "interns" are usually newly conceived by the employing agency and include the staffing of alternate learning centers and serving as crisis-intervention teachers. For the period of the internship the teachers are visited regularly by a supporting team from the University composed of curriculum and reading specialists and a

psychologist. Seminars and tutorials are given on-site by the supportive staff. The terminal and intergrating phase of the program is spent on campus where multi-discipline seminars are used to add further theoretical structure to the interns' practical base.

Part II

A. Development of the Program - Background

In September 1970, the Pennsylvania Department of Education (PDE) was requested by the Commonwealth Bureaus of Corrections and Public Welfare to seek out an institution willing to embark upon a program to more adequately prepare teachers of institutionalized populations. PDE invited Lehigh University's School of Education to submit a concept paper for reaction and discussion by the three State Bureaus; Education, Corrections and Welfare.

In general the concept paper hinged around two basic premises; that a teacher of such populations had to be a generalist rather than a specialist and that his training must take place on-site with as much practical contact as feasible i.e. an action internship. However, while the reaction to the general concept of an "action internship" and the need for competencies in a multiplicity of general areas was most enthusiastic by the participants, it was unanimously agreed that such a training program had wider implications. It was the opinion of those concerned that the general trend for the schools to become more responsible for coping with the problems of society would not only continue but increase. This opinion has been supported by the beginning of alternate education centers, community schools, and drug education programs. It was considered then, that such a program as described in Lehigh's concept paper would perhaps be a model to more adequately prepare teachers to respond to society's challenge to solve those problems manifest in alienated youth in the community and school as well as in prison. Their role would therefore be preventative as well as rehabilitative.

In the spring of 1971 the School of Education at Lehigh University was given program approval for an experimental program to prepare teachers as "Social Restoration Specialists" at the graduate level (see attached letter). Support for the program came from the PDE, who provided funds to train two "cycles" of ten "interns" beginning in September, 1971 and June, 1972 respectively, and from Lehigh University who, as well as granting 50 per cent tuition awards to the twenty students involved, endowed a further five scholarships for the pre-service training period (see budget).

The training sequences and the systematic management plan for the period of April, 1971 to January, 1973 is attached.

The Program Design

The program as conceived attempted to give the "intern" two general areas of competence, diagnostic and remedial teaching and crisis-intervention skills. These competencies described in Section B are supported by knowledge of the judicial process, the community and its supporting agencies.

In three phases, the program is fifteen months in length and leads to certification as a Social Restoration Specialist as well as certification in the intern's undergraduate discipline.

In the sixteen week pre-service phase the intern spent half of each day working with those teachers in schools who had been identified as being most effective in "turning on the turned-off youth". Here they developed their teaching competencies under the supervision of the master teacher and the university specialist. In the late afternoon and evening

their time was spent working with the community agencies dividing their efforts between involvement with the community centers and assisting in the police/probation office and the County Detention Home.

Each afternoon they met University instructors in seminars to discuss their on-the-job experiences and problems. Much of this time was spent in role playing, case study, and problem solving. Resource people used included probation officers, street workers, inmates, drug counselors, addicts, juvenile court judges, prison administrators and teachers. Visits to court, correctional facilities, and drug centers were included. The school and institution faculties as well as the police/probation officers and community representatives generally felt that the University was not only supporting them but was a significant contribution to their efforts. The students' reaction was that "for the first time we are involved professionals solving problems" and"we don't feel as if we are just students in a classroom." (See attached Pre-Service Program)

The second phase - the core of the program - was a one-year internship employed as a teacher in an appropriate setting. Initial attempts at placement were difficult because the employing agencies were in many instances being asked to create a new role for the intern in the middle of a financial year. However all interns were placed and by September, 1972, when the second cycle of interns were seeking placement, supply could not meet the demand.

The placement of the interns fell into three general categories:

1. Crisis/intervention teachers working in public schools with those student who were considered disruptive and involved academic tutoring as well as crisis counseling.

PRE-SERVICE ACTIVITIES

Time	Credit & Class	Instructors	Associated Community & School Activities
September December	9 hours O.S. 369 Special topics in Urban Studies Ed. 423 Diagnostic & Remedial Teaching Ed. 422 Education of Exceptional Children 3 hours HIR 397 The Teacher in Social Restoration	Community Miss Akkerhuys Mr. Thompson Mr. Cass Capt. Sotak-Police Mr. Pischer-Probation University Mrs. Grandovic Mr. Amidon Mr. Northrup Mr. Bell Consultants Mr. Barbash - Penn Foundations Mrs. Ostroff - Plainfield Mr. Turoczi - Community College Community Milton Burglass, Director Bucks Co. Prison, Imaginal Ed. Program	Community 1. South Terrace Neighborhood Program-Tutoring, Recreation 2. Street Worker Assignment - Family Counseling Center 3. Illick's Mill Drop-In Center 4. Red Cross "Carriage House" Drop-in Center 5. "Young Life" Outreach Program 6. Bethlehem Police Department 7. Northampton County Probation Office School 1. Centennial of Lehigh University for emotionally disturbed 2. Bethlehem Jr. High Program for Language/Learning Difficulties 3. Northampton County Detention Home 4. Neighborhood Youth Corps-Drop-Out Program 5. O.I.C., Allentown Community and Institution 1. Community Center visits 2. Imaginal Education Workshop Bureau of Corrections Training School

2. Teacher in such enclosed institutions as State correctional facilities, County prisons, and juvenile detention homes.

3. Teaching in community and alternate learning centers.

During this time the teachers were visited weekly by University staff with expertise in diagnostic and remedial teaching, curriculum and counseling. Seminars and tutorials where the emphasis is upon solving specific problems were held on site rather than on campus.

The final phase of the program was a twelve week integrating experience on campus where the interns met to evaluate both the program and their experiences and to add more theoretical structure to the practical experience of their internship.

Selection of Interns

As the funding supporting the program came primarily from the appropriations for the Educational Professional Development Act, the recruitment of interns was restricted somewhat by the limitations of the Act to graduate students not previously employed in education. However, those selected in addition to the twenty students sponsored by EPDA funds included four teachers presently employed in work with delinquent youth.

The students were selected on the basis of emotional stability, flexibility and commitment to youth. It was emphasized that both the pre-service component would be vigorous, involving a sixty-hour per week program and that the in-service placement would expose them to both traumatic, threatening and emotionally draining experiences. In light of pre-interviewing

discussions, several applicants withdrew their names for consideration. In addition the students had to meet the academic requirements for admission into the Graduate School per se.

The interns selected had a multiplicity of backgrounds both socially and academically. (A profile of the Cycle I interns is attached as a sample.) A major strength of the program was the elan and group sense which evolved, which was probably due to regular social gatherings as well as the seminar meetings and common pre-service experiences. This has continued through the in-service despite the geographical distance separating the respective job sites.

Of all those selected in the two cycles only two dropped out of the program. Both withdrew for personal reasons during the second cycle pre-service component and to date no one has been screened out.

Part B Objectives

The major objective of the program was to prepare teachers via an experimental action-internship model to work with delinquent and pre-delinquent youth in a variety of settings.

The competencies which were considered to be appropriate are summarized here under three criteria - knowledge, behavior, and product.

Desired Professional Competencies

1. Knowledge Criteria. At the conclusion of the program, the social restoration intern should have the following knowledge competencies:

   A. Knowledge of teaching strategies which are effective in raising the basic literacy and computational skills of students who are retarded in these areas.

   B. Understanding of the culture of poverty and of the social forces which encourage delinquents and anti-social behavior.

INTERN PROFILE SOCIAL RESTORATION PROGRAM - CYCLE I

Name	Undergraduate School	Major	GPA (Based on A=4)	Miller's Score
Victoria Ball	Franklin and Marshall	English	2.62	
Joseph D. Bellomo	Mansfield State	Social Sci.	2.14	72 M
James J. Haffey	King's	English	2.05	48 M
Cathy E. Lebowitz	Beaver	English	2.03 (A=3)	
Daniel Miller	Lycoming	History	2.56	
Alice Moyer	Goddard (Vermont)	French	3.50	
Mary Muller	Kutztown State	Psychology	2.85	
Ingrid Schmolk	Millersville State	History	2.35	
Elizabeth Simonds	Penn State	English	3.53	
Anna C. Smith	Valparaiso University	Psychology	1.1 (A=3)	
Neil C. Stover	Lehigh University	International Relations	2.0	
William Thurstin	Penn Military C.	Social Studies	1.6	52 M
Douglas Weikert	Susquehanna U.	English	2.15	32 M
Wayne W. Zieger	Penn State U.	Political Science	3.53	
Donnell Bowie	Winston-Salem State	History	2.79	
John Wolf	E. Stroudsburg State	Political Science	2.41	82 M

D. Skills in the remediation of learning difficulties

E. Capacity to function in concert with those who perform other roles in the social remediation process in closed correctional settings.

F. Ability to perform routine counseling functions under the supervision of a qualified counselor.

G. Demonstration of the ability to plan, implement, and evaluate teacher-learner strategies.

H. Ability to select and design learning materials and sequences which facilitate individualization of instruction and which enhance the self-image of the client.

I. Demonstration of the adoption of a valid personal philosophy of remedial education.

J. Capacity to participate effectively as part of a team devoted to social restoration of the law violator.

K. Capacity to work with delinquent prone youth in developing positive attitudes in an open community setting.

3. Product Criteria. At the conclusion of the program the clients in the educational programs taught by social restoration interns should display improved abilities. These should include:

A. Improved skills and capacities (to the extent of an average of at least one grade level) in reading and computation.

B. Value patterns which foster the desire to function productively in society.

C. Improved self-image and evidence of a positive sense of direction.

In order to comply with the present University-wide reporting systems, the students were given academic credit for the following courses on their transcripts.

Ed. 341 The Teacher in Social Restoration (3 credits)
Ed. 401 Sociological Foundations of Education (3 credits)
Ed. 422 Education of the Exceptional Child (3 credits)

Ed. 423 Diagnostic and Remedial Teaching (3 credits)
Ed. 446 Learning Disabilities (3 credits)
Ed. 416 Classroom Didactics (3 credits)
Ed. 428 Intern Teaching (6 credits)
S.R. 370 Juvenile Delinquency (3 credits)
S.R. 368 The Urban Community (3 credits)
S.R. 369 Social Disorganization (3 credits)
Ed. 429 Intern Seminar (3 credits)

In addition, it is possible for them to take two further courses at their own expense to meet the requirements for a Master's Degree in Education.

Part C Personnel

It was considered vital to the program that the supportive personnel be drawn from the University as a whole rather than only from the faculty in Education, and to include practicioners in the field wherever possible.

The Lehigh faculty involved in the program were drawn from the following departments and with expertize in the listed areas:

School of Education

Raymond Bell - Socially and Emotionally Disturbed Adolescents
Margaret Grandovic - Learning Disabilities
Alice Rinehart - Sociology of Education
Henry Ray - Media and Technology
John Northrup - Remedial and Diagnostic Reading
Lee Kreidler - Curriculum Design and Resources.

Social Relations

James McIntosh - Juvenile Delinquency and Social Disorganization

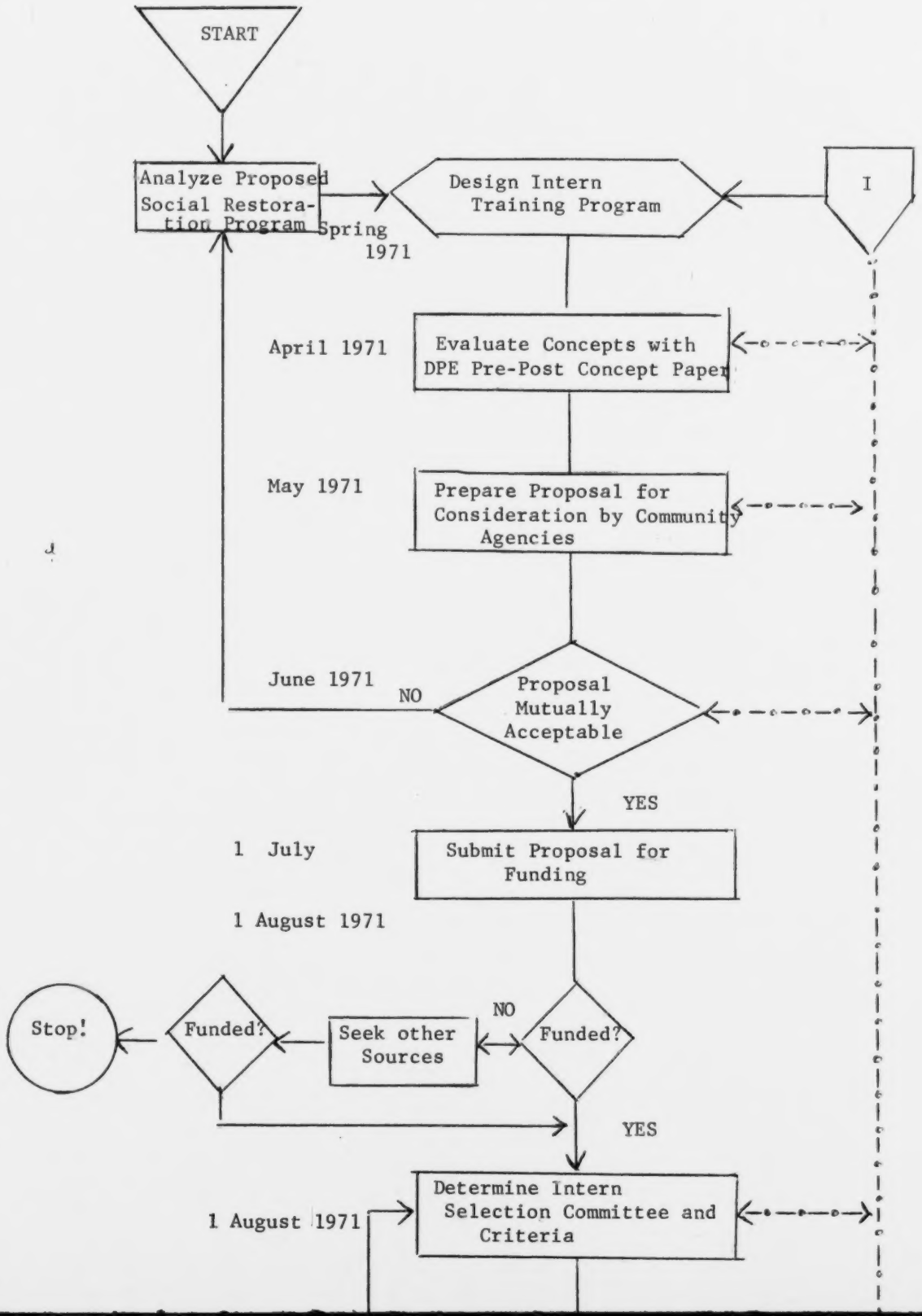
Urban Studies

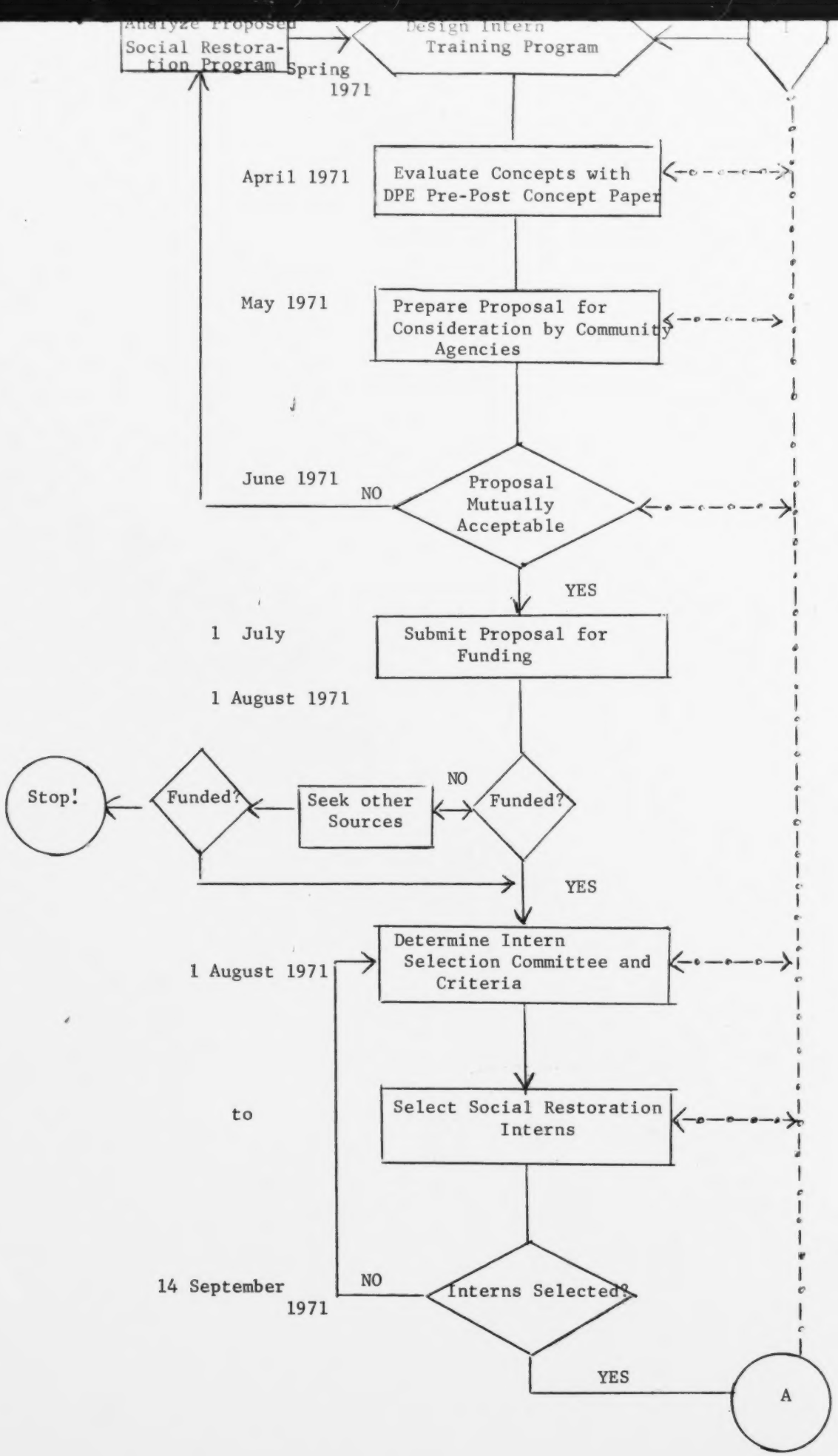
David Amidon - Urban Problems

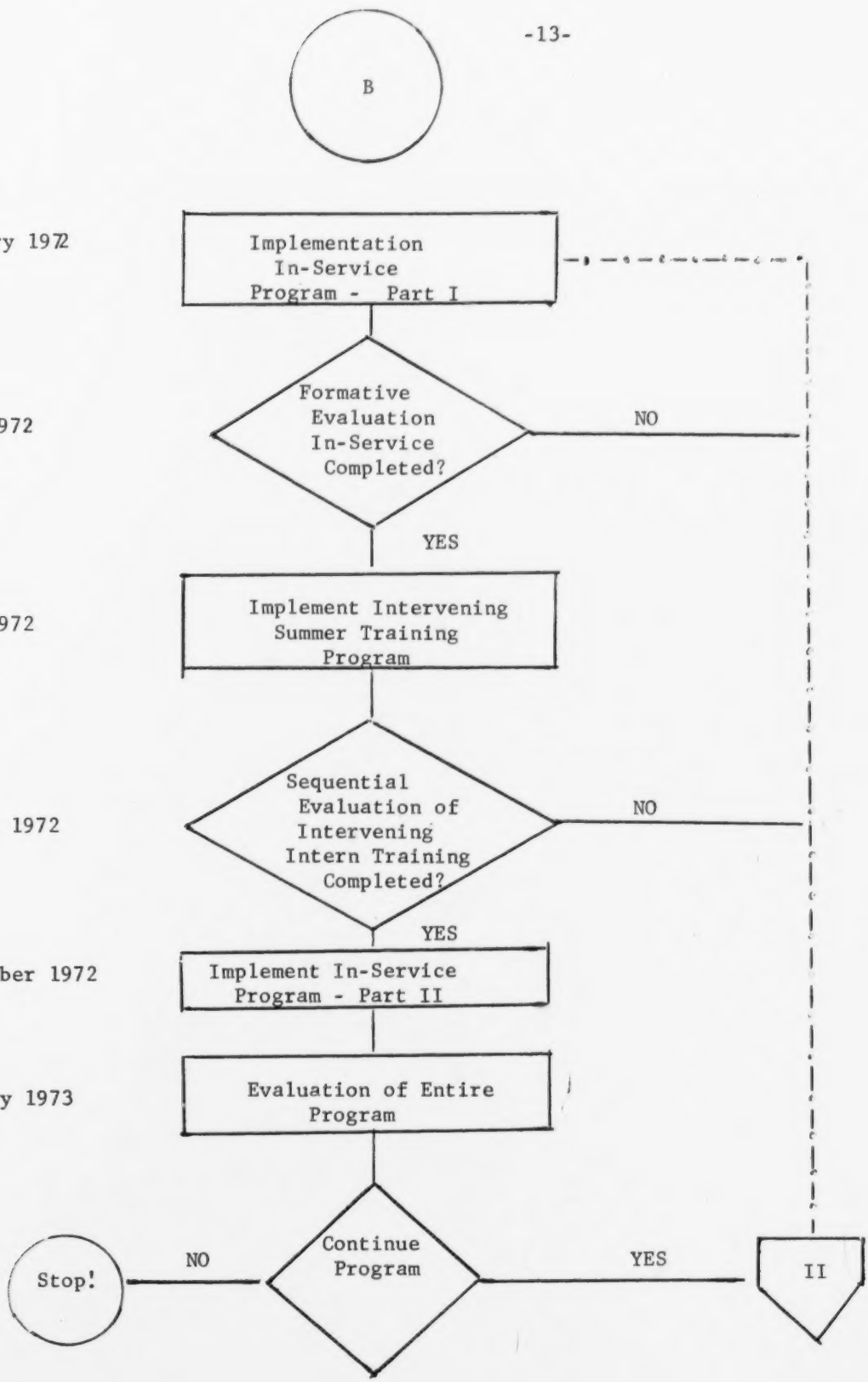
In addition outside consultants included:

Norman Johnson - Criminology
James Barbash - Correctional Counseling
Jack McBride - Probation and Parole
David Angie - Drug Addiction and Abuse
Norman Friend - Law Enforcement and Corrections

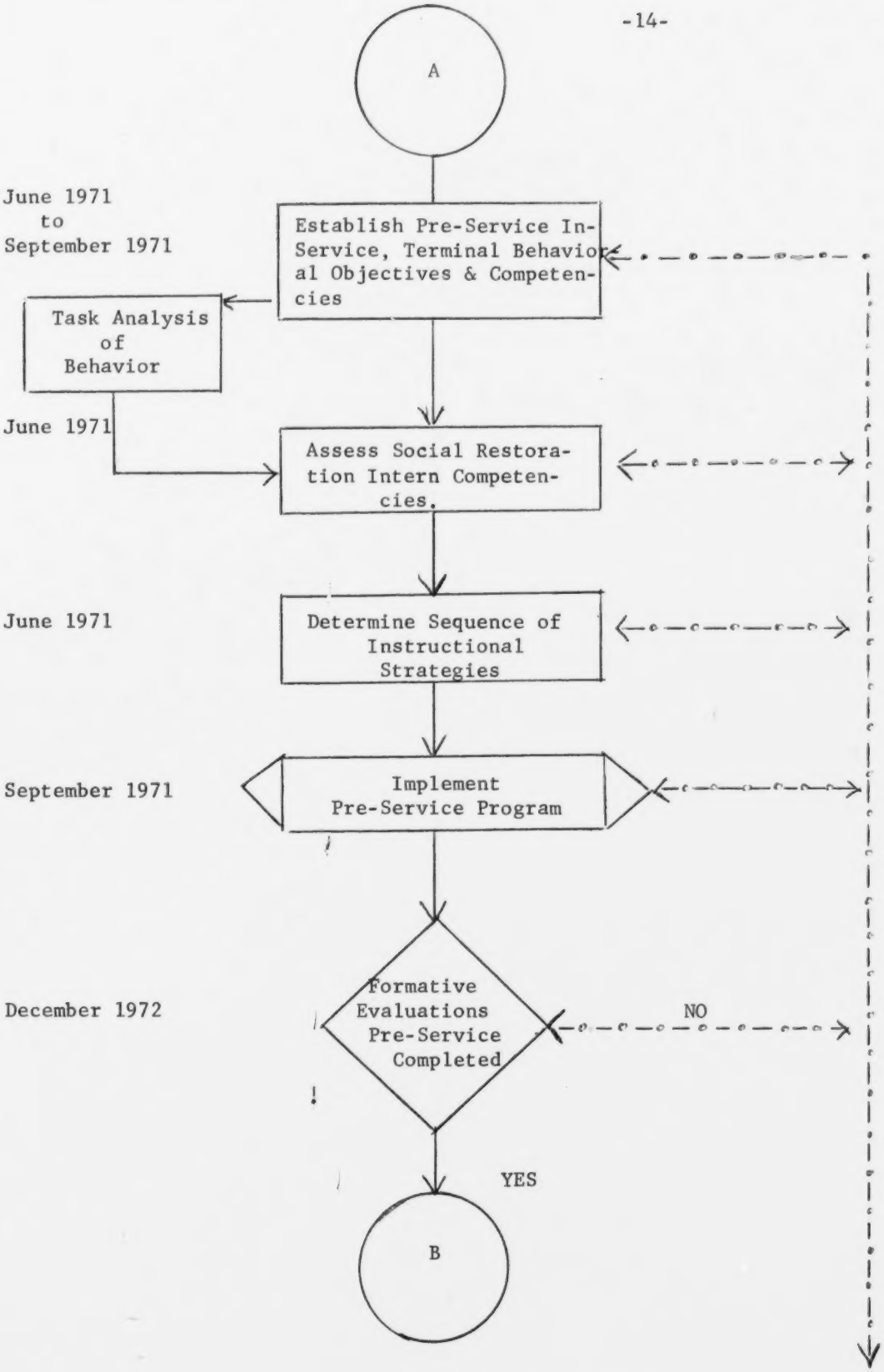
GENERAL PLANNING
Systematic Management Plan




Analyze Proposed Social Restoration Program
Spring 1971
Design Intern Training Program
April 1971
Evaluate Concepts with DPE Pre-Post Concept Paper
May 1971
Prepare Proposal for Consideration by Community Agencies
June 1971
NO
Proposal Mutually Acceptable
YES
1 July
Submit Proposal for Funding
1 August 1971
Stop!
Funded?
Seek other Sources
NO
Funded?
YES
1 August 1971
Determine Intern Selection Committee and Criteria
to
Select Social Restoration Interns
14 September 1971
NO
Interns Selected?
YES
A



Systematic Management Plan Continued



E - Systematic Management Plan 1971-72

Dick Cass - Community Relations
Betty Ostroff - School and Community Relations
John Turoczi - Counseling the Socially and Emotionally Disturbed Youth
Bob Thompson - Family Counseling

More than half of all involved offered on-site tutorials and mini-seminars in addition to their regular seminars or supervisory responsibilities.

Of great help, too, were the orientation sessions and guidance given by administrations of the employing institutions as well as the contributions of the personnel working directly with the interns in their pre-service and internship placement. This group included teachers, counselors, correctional officers, police officers, street workers, and probation officers.

It is impossible to evaluate the respective contribution of each individual in the group but one would suspect that of the external personnel was at least as great and effective as in-house staff. This may have been a significant contribution to the success of the experiment.

Part D Evaluation Procedures and Data

As the first cycle of interns are only presently completing their program, Lehigh's evaluation procedures have not been completed. However, some independent evaluation has been done.

The final evaluation of all EPDA programs in Pennsylvania[1] resulted in Lehigh's Social Restoration Program being selected as the exemplary project for the Commonwealth. The strengths of the program as seen by the external

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[1] Pennsylvania Final Report 1971-2, Education Professions Development Act, Title V of Higher Education Act of 1965, Department of Education, Harrisburg November 1972.

evaluation are noted in abstract here:

Some of the impacts of this project have been noted above in earlier questions and will be only listed here:

1. development of a new major at the university;
2. development of a new certification area;
3. development of a new teaching role, one which expands the traditional role;
4. reaching students who had been ignored or pressured out of the school situation;
5. recognition of the fact that teaching takes place in many institutions other than the traditional school, prisons and detention centers for instance;
6. viewing the student as a total being with important outside pressures and influences;
7. consideration of "community agency/community work" experience as a component of the training of a regular classroom teacher;
8. the increased communications and understanding which unfolded between the University and the various community agencies;
9. the establishment of the Lehigh University Task Force on Juvenile Delinquency which will increase the involvement of many departments of the University in the very real problem of juvenile delinquency; and
10. the increased contacts between the schools where the trainees are located and the local agencies and homes of the delinquent children;

There are already specific indicators that this project has had a real and measurable impact. The police and probation departments are enthusiastic and want more specially prepared people. The schools, suddenly brought face to face with the existent problems, recognize that a social restoration teacher can provide some real help and are now asking Lehigh University for "more of the same." Even the Justice Department has taken notice of the project and is now negotiating for a long-range, funded program which would train more people like this for placement throughout the State.

It is difficult not to get excited about a project as innovative as this one. As of right now the best information indicates that there is only one other program anything like this in the entire country. Important new ground has been broken, not only for Lehigh University, or the local schools, or the local people, or the State, but also for the entire educational process and the teaching profession on a national level.

An evaluation of Plainfield, New Jersey "Supportive Development Program staffed fully by six Social Restoration Interns was undertaken by the

C. Knowledge of the types of behavior and attitudes which are considered to be atypical in adolescents.

D. Knowledge of the types of learning disabilities which are likely to retard learning.

E. Knowledge of the criminal justice system, including its component parts (i.e., police, courts, and correctional institutions).

F. Understanding of the rationale and techniques used in counseling delinquent populations.

G. Knowledge of the usual responsibilities of the teacher-practitioner, i.e., of planning, and implementing teaching strategies and of the evaluation of learning outcomes.

H. Understanding of the fundamentals of curriculum construction, including approaches to the individualization of instruction and the selection of curriculum materials which enhance the self-image of the student.

I. Knowledge of the philosophical assumptions underlying educational practice and process, with specific emphasis upon the efforts of society to provide stability and continuity to man's life through provision of institutional measures.

J. Understanding of the processes whereby social restoration is accomplished in the law violator.

K. Understanding of the roles of community agencies in assisting in social restoration.

2. Teacher Behavior Criteria. At the conclusion of the program, the social restoration intern should display the following behavioral competencies:

A. Demonstration of teaching strategies which raise the basic literacy and computational skills of students who are retarded in these areas.

B. Ability to respond in a professional way to adolescents who exhibit value patterns which are anti-social and which foster delinquency.

C. Capacity to cope effectively with behavioral dysfuctions in adolescents.

Centre for Organizational and Personal Effectiveness, Inc. (C.O.P.E., Inc.) was submitted to the School Board in June, 1972.

The Supportive Development Program , developed by the School District to utilize the strengths of Lehigh's Social Restoration Interns, was aimed directly at meeting the needs of those students who were chronic absentees, disruptive and who exhibited anti-social tendencies including delinquent activities and drug addiction. The role of the six interns here was that of a crisis-intervention teacher working in both the school and the community.

The objectives of the program were to improve attendance of such students by at least 10% and fulfilling the needs of supportive staff for the school faculty as a whole.

The evaluation indicated (1) that attendence in the three schools had increased by 14%, 38% and 36% respectively. It (2) also found widely varied support for the program by both the community, administration, students and faculty.

Part E Contributions to the Improvement of Teacher Education

While some specific contributions have been summarized in the State Evaluation of the program and have been previously cited, there are several other general contributions which can be suggested:

1. Lehigh University's Social Restoration Program is presented as a model for other institutions to prepare teachers who are more adequately equipped to cope with the emerging needs of the school of the future. The model is particularly appropriate for preparing teachers to work in alternate educational systems both within the present system as well as outside it.

The success of the program so far would seem to indicate the efficacy of the generalist at the secondary level, particularly in meeting the needs of alienated youth.

2. The model of the internship as a means of preparing teachers, while not new, has been modified to include contact with students in a community setting as well as in that of the school. This leads to a better understanding of both the learning processes of the student and the dynamics and influences of the community and the agencies which serve it.

3. The new roles developed because of the program add further dimensions to the concept of education and may well do much to increase professional opportunities in the teaching field.

4. The needs of students in residential settings can now be more adequately met and the rehabilitation process made more viable by providing more appropriately trained teachers to serve in the enclosed institutional settings. It suggests also that the teacher adequately prepared in the competencies outlined here, can be much more effective in the prevention of delinquency.

5. Finally, as conceived, the model broadens the whole basis of teacher preparation to include society at large rather than the college and the school. This de-institutionalizing apparently results in more involvement on the part of the teacher intern as well as an increase in individualizing his training program.

SOCIAL RESTORATION PROGRAM

BUDGET
25 Students - September 1971 to June 1973

Clerical		$ 1,000.
Administrative (Incl. travel)		3,400.
Tuition (33 hours x 25 students)	$ 71,280.	
Less Award $ 27,030.		
Less Scholarship 5,760.		
Total University Award	32,790.	
		38,490.
Instructors		19,000.
Consultants, Supervisors, Lecturers		9,100.
Instructional Supplies		2,300.
Student Stipends		9,000.
Project Evaluation		3,500.
Dissemination		1,900.
		$ 87,690.

INFORMATION FROM AACTE INSTITUTIONS ENTERING 1973 DAA

Name of Program Submitted Social Restoration Program

Institution School of Education, Lehigh University, Bethlehem, Pa.

Dean Dr. John A. Stoops

Faculty Member Responsible for Program Dr. Raymond Bell

Title of the Faculty Member Director, Social Restoration Program

Signature: Raymond Bell.

Title: Director, Social Restoration Program Date: November 17, 1972

Sponsored by the Pennsylvania Department of Education on an experimental basis, Lehigh University's Social Restoration Program prepares teachers in unique ways to work with delinquent and potentially delinquent youth.

Begun in September, 1971, the program is one which is field centered and competency based and in which theory is combined with practice in each of the three phases of the program. The pre-internship practicum includes field experiences with the police and probation departments and with social and community agencies as well as teaching in schools and detention homes. The critical aspect of the program is a one year internship which is mutually supervised by the employing agency and the University. Support personnel include reading specialists, counselors and curriculum specialists. Demonstrating their capacities in many ways, the social restoration teachers have served in both schools and communities as crisis-intervention teachers and "ombudsmen". They have also begun to staff alternate learning centers as well as model programs in correctional facilities. The innovative nature of the program, as well as the need that it serves, is attested to by the interest expressed by both state and federal government, by its selection as the model innovative teacher preparation program in Pennsylvania for 1972 and, more importantly, the supply of social restoration teachers from the program cannot meet the demand.

END

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